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MENTAL HEALTH *for* EFFECTIVE LIVING

Suggestions for
STUDY AND ACTION PROGRAMS
in Mental Health

THE UNIVERSITY
OF TEXAS

MAY 1955

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THE HOGG FOUNDATION FOR MENTAL HYGIENE

The University of Texas

SUMMER, 1953

MENTAL HEALTH *for* EFFECTIVE LIVING

Suggestions for Study and Action Programs in Mental Health

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THE HOGG FOUNDATION FOR MENTAL HYGIENE

The University of Texas, Austin

How It Came About

Mental health information is desired by almost everyone. Mental health needs are a challenge in every community. Suggestions for a study and action program were requested by Mrs. Van Hooks Stubbs, President, Texas Federation of Women's Clubs. Other organizations are invited to use the materials which follow.

The Texas Federation, with its 1,000 clubs and 70,000 members, has agreed to try these materials on a state-wide basis. These clubs are already skilled in program and action planning, but this is the first time all of the units have focused on a mental health emphasis.

While the Hogg Foundation has put together the line drawing in *Mental Health for Effective Living*, it expects to reap the harvest of the filled-out blueprint for study and action programs from those who use it. We hope that all who begin with these materials will report the ideas and projects which they, themselves, develop. Then a revised edition will be prepared.

Offers of special assistance to local clubs and groups interested in mental health have come from many sources. The Texas Society for Mental Health, through its President, Mrs. Frank Schoonover, has offered to help furnish consultants from local societies to surrounding communities. A letter to Mrs. Elizabeth Gardner, Executive Secretary, 2504 Jarratt, Austin, Texas, will bring a list of mental health societies in adjoining cities or towns and the names of persons who may be asked for help.

The Mental Health Division, State Department of Health, has pamphlet and film lists available to any group for the asking. Mr. Charles Mitchell, Director, Mental Health Division, has likewise offered the assistance of his staff members when they are in communities on their regular assignments.

The Visual Instruction Bureau, Extension Division, The University of Texas, will be glad to send a list of mental health films which are available from their library on a loan basis.

A request to Miss Ruth Huey, Chief, Home and Family Life Education Division, Texas Education Agency, will also bring a call from one of the Area Supervisors of the Division when she next visits the community.

Advice on organizing any action program in mental health can usually be obtained from a nearby city which has a Community Council or a Council of Social Agencies.

Needless to say, it is always better for groups to work out their own programs and procedures. If this material serves to stimulate groups to develop new patterns of work, it will have served its purpose.

May one word of caution be offered? Whenever a discussion of a mental health film or play is used as program material, a person trained in one of the mental health professions should serve as leader.

Appreciation is expressed to all who have helped with these suggestions and especially to Mrs. Mary Beth Curtis for her assistance in preparing the manuscript.

BERNICE M. MOORE

ROBERT L. SUTHERLAND

PROGRAM I

Mental Health For Effective Living

(The Meaning of Mental Health)

What We Need to Know — program suggestions*

1. An introductory talk followed by questions and discussion on a general topic such as “Mental Health for Effective Living” or “The Meaning of Mental Health.” The following persons might be available as leaders:

a local psychiatrist

a physician with psychiatric orientation

a minister, rabbi or priest who has had training in mental health, counseling or chaplaincy service

a social worker from the child welfare unit, from a child and family service agency, from a veterans' hospital, a state mental hospital, a child guidance or mental health clinic

a personnel director from business or industry

a visiting teacher

a homemaking teacher with training in child development and family relations

a school principal, or an elementary or secondary supervisor with mental health background

* Clubs or groups who desire a single program on mental health during a year will find Programs I and V particularly well adapted for such use.

a professor from a nearby college from the department of psychology, educational psychology, child development and family relations, personnel and management, sociology, the school of social work or the college counseling service

a consultant from the Mental Health Division, State Department of Health, the Instruction and Home and Family Life Divisions, Texas Education Agency, the Family Life Division, Texas Extension Service, A. and M. College, the State Department of Public Welfare, or from extension divisions of other colleges

2. A book review type program with a reviewer from the local club or from the community who will present to the group a composite review of the study materials assembled by The Hogg Foundation for Mental Hygiene and available through the Package Loan Library, Division of Extension, The University of Texas, Austin.
3. A "symposium review" of pamphlets by selected club members. Each member of the symposium could prepare a brief review of a different pamphlet.

At the close of the series of reviews, the program chairman might ask members of the club to give to the group the one most important idea which each had gained from the reviews.

4. Two short talks by two members of the club. The first might be on "Mental Health for Effective Living," developed from a study of materials from the Hogg Foundation.

The second could outline possible action programs in the field of mental health which the club may wish to undertake.

Following a round-table discussion by club members under the direction of the program chairman, a committee might be appointed to study what mental health project the club would find feasible for the year.

STUDY MATERIALS*

Alexander, Franz, *Emotional Maturity*

Bingham, June, *Do Cows Have Neuroses?*

Blondie—*A Mental Health Comic Book*

Brief Principles of Mental Hygiene

Film List, Visual Instruction Bureau, Division of Extension, The University of Texas, Austin 12, Texas

Lindeman, Eduard, *Mental Hygiene and the Moral Crisis of Our Time*
Mental Health Is—1, 2, 3

Pamphlet List, National Association for Mental Health

Sutherland, Robert L., *Can An Adult Change?*

Woodward, Luther, *Mental Health Is For All*

* Study Packet No. I, assembled by the Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM I

Mental Health For Effective Living

(The Meaning of Mental Health)

What We Can Do About It

1. Local clubs may make studies of mental health needs and resources in their own communities.

References:

So You Want to Make A Community Study? The Hogg Foundation for Mental Hygiene, University of Texas, Austin 12, Texas.

Health and Welfare Planning in the Smaller Community. Community Chests and Councils, Inc., 155 East 44th St., New York 17, New York.

The National Mental Health Act and Your Community. Federal Security Agency, Public Health Service, Mental Hygiene Division, Washington, D.C. For sale, Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

2. Local Clubs may undertake projects definitely related to mental health as discovered in the study of their community needs.

Organize special study groups within local clubs around age-group interests of the members. Assist these study groups in finding trained professional personnel in the community or area to serve them as consultants.

Arrange a series of programs to explain mental health services in the schools through the work of classroom teachers, school counselors, school nurses, visiting teachers and the home and family life education staff.

Each of these divisions might be presented at a single meeting with the superintendent, principals of the schools and others giving a final session on their plans and aspirations for improved mental health through the schools.

Assist in furnishing pamphlets and books on personality growth and development, mental health, youth problems, vocational guidance, etc., to the high school libraries for use of teachers and other school personnel.

Serve as liaison between schools and community members in interpreting the mental health program of the schools to the citizens.

Organize programs to study and promote the modernization of Texas commitment laws. (At present, trial by jury is compulsory in mental cases just as in criminal cases.)

Study needs of the State hospitals and special schools in Texas and help inform the public about the need for more adequate financing of treatment, care and housing of the mentally ill and for the improvement of standards for personnel in hospitals.

Take active sponsorship of recovered patients who have returned to the community from mental hospitals and assist in their reorientation in community life.

Work with the Vocational Rehabilitation Division of the Texas Education Agency in obtaining vocational counseling and training for those who have recovered from mental illness.

Work through all organizations in the community to develop understanding of the needs and problems of the recovered patient, and work with employers to

offer employment to these community members so they may become self-supporting.

Teams of members of clubs in towns near State mental hospitals might arrange for visits to the hospital and, in consultation with the head of the hospital, determine what services can best be rendered by local clubs.

Organize a regular program of gifts of personal items to those in mental hospitals, following recommendations of the hospital administration. Arrange for celebration of special days such as Christmas, Easter, birthdays, etc., for patients.

Establish and keep current magazine libraries in hospitals for the mentally ill.

Organize, train and develop a corps of volunteers to work in occupational and recreational therapy programs in the State mental hospitals under the direction of the hospital administration. The recently organized Advisory Council for Volunteer Services of The Texas Society for Mental Health, 2504 Jarratt Avenue, Austin, or local volunteer councils in communities near State hospitals would be glad to assist in such a project.

Offer any other volunteer services which will aid in the earlier recovery of patients and their return to the community.

References:

Stevenson, George S. *Dynamic Considerations in Community Functions*. National Association for Mental Health, 1790 Broadway, New York, N.Y.

Moore, Bernice and Robert L. Sutherland. *Family, Community and Mental Health*. The Hogg Foundation for Mental Hygiene.

Job Analysis for Local Mental Health Societies. The Hogg Foundation for Mental Hygiene.

Kline, Nathan S. *Volunteer Workers.* National Association for Mental Health.

Frank, Marjorie H. *Volunteer Work with Psychiatric Patients.* National Association for Mental Health.

McBee, Marian and Marjorie Frank. *Volunteer Participation in Psychiatric Hospital Services.* National Association for Mental Health.

Preventive Mental Hygiene Is Started in the Well Baby Clinics. Baltimore Health News, Baltimore City Health Department, Baltimore, Maryland. February, 1948.

HELPS FOR ACTION PROGRAMS*

Deutsch, Albert, *Recent Trends in Mental Hospital Care*
Discussion Begins with People

Doyle, Kathleen, *When Mental Illness Strikes Your Family*

Frank, Marjorie, *Volunteer Work with Psychiatric Patients*

Kawin, Ethel, *A Guide for Child Study Groups*

Moore, Bernice Milburn, *The American Family—Gone or Going Strong?*

Moore, Bernice and Robert L. Sutherland, *Family, Community and Mental Health*

Outline for an Evaluation of a Community Program in Mental Hygiene
Ridenour, Nina, *Community Education Through Press, Radio, Films and Drama*

So You Want to Make A Community Study?

What to Look for in a Mental Hospital

* Study Packet No. I, assembled by the Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM II

First Steps Toward Healthy Personalities

(Mental Health and the Young Child)

What We Need to Know—program suggestions

1. Three club members could present the play by Nora Stirling, *Scattered Showers*. (Script and discussion guide in the Hogg Foundation materials.)

An alternate suggestion would be to ask the speech or drama teacher at the high school to prepare the play for presentation.

Following the play, a discussion might be led by a nursery school or kindergarten teacher, the program chairman for the meeting, a young mother in the club, a social worker in the children's field, a pediatrician or the homemaking teacher from the high school.

2. A panel of six club members—three young mothers and three older mothers—might discuss mental health principles and the young child after having read the pamphlet material from the Hogg Foundation. The audience may or may not be asked to question or comment as the panel works. The panel leader may be a member of the club skilled in panel leadership, a primary teacher, a visiting teacher or school counselor, a social studies teacher, a primary supervisor, or a social worker in the children's field. (See *American Family—Gone or Going Strong?*, p. 34, for description of a panel discussion.)
3. A mental health film such as *Fears of Children* or *Children's Emotions* shown to the club offers a base

for several discussion type programs. Discussion of such mental health films can best be led by a professional person trained in the children's field—a pediatrician, a physician, a psychiatric social worker, a school counselor, a nursery school or kindergarten teacher, or a family life education teacher trained in child development. (See Film Catalog, Visual Instruction Bureau, Division of Extension, University of Texas, on how to order. Projectors are usually available through the high school and generally a student will be glad to run the film.)

STUDY MATERIALS*

Atkin, Edith, *Aggressiveness in Children*

Federal Security Agency, *Preparing Your Child for School*

Frank Lawrence, *Fundamental Needs of the Child*

Grossman, Jean, *You Don't Have to Be Perfect—Even If You Are A Parent*

Hymes, James, Jr., *Discipline*

———, *How to Tell Your Child About Sex*

———, *A Pound of Prevention*

Neisser, Walter and Edith, *Making the Grade as Dad*

Ridenour, Nina, *Keystones in Psychological Thinking About Young Children*

———, *Some Special Problems of Children Aged 2 to 5 Years*

Stirling, Nora, *Scattered Showers* (a mental health play)

* Study packet No. II, assembled by The Hogg Foundation for Mental Hygiene of the University of Texas Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM II

First Steps Toward Healthy Personalities

(Mental Health and the Young Child)

What We Can Do About It

Organize special study groups within local clubs around age-group interests of the members. Assist these study groups in finding trained professional personnel in the community or area to serve them as consultants.

Organize from membership in local clubs a night study group of fathers and mothers. Use as basis for discussion the recordings, *The Inquiring Parent*. Records available through The Hogg Foundation for Mental Hygiene, The University of Texas.

Work with local community agencies in the establishment of nursery schools for care of children of working parents. Organize and run car pools for children whose parents have no transportation available and could not, therefore, use nursery schools.

With local health department, assist in the establishment of Well Child Conferences if they are not already available. Work with the superintendent of schools to make available, part or full-time, a home and family life education teacher for these conferences.

Establish a pamphlet and book shelf in the local library on child-parent problems and relationships.

Make, repair, and furnish toys to children's homes, Salvation Army, and in clinic waiting rooms for children in city and county hospitals.

Volunteer to work in children's homes in the community to take children to clinics, to community events, on excursions for fun, to church, to school functions where they would go with their own parents. Plan vacations in club members' homes for these children.

PROGRAM III

Emotional Supports for Growing

(Mental Health and the Older Child)

What We Need to Know—program suggestions

1. An elementary school principal or an outstanding teacher from elementary grades or the elementary supervisor would be able to point out for the club the more usual emotional problems found among boys and girls in elementary school.

A discussion period designed to bring out what may be done to alleviate such problems both at home and at school would be useful.

2. Club members or high school youth from speech, homemaking, social studies, or English classes presenting the Nora Stirling play, *Fresh, Variable Winds*, would set the background for discussion of healthy parent-child relations. (Script of play and discussion manual included in packet of study materials from the Hogg Foundation.)

Discussion of significant implications from the play may be led by the best trained person in child development in the community or at the nearby college. A "hidden panel" would assure prompt participation by club members. (See *American Family—Gone Or Going Strong?*, p. 36, for description of the hidden panel.)

3. A "panel of experts"—an elementary teacher and principal, a social worker, a psychologist or psychiatrist from a mental health clinic, a physician, a family

life or homemaking teacher, two parents—a father and mother, a visiting teacher, and a minister could give a “hearing” to common problems of school-aged child management from members of the club. To assure presentation of concerns from club members, each member might be requested at the previous club meeting to bring in a question for the panel.

4. Seven club members could present a short review of the seven pamphlets included in the Hogg Foundation Study Materials.

STUDY MATERIALS*

Children Are Our Teachers (discussion guide for *Your Child from 6 to 12*)

Federal Security Agency, *Your Child from 6 to 12*

Foster, Constance, *Helping Children Develop Responsibility*

Frank, Josette, *Comics, Radio, Movies—and Children*

Hymes, James, Jr., *Teacher Listen—the Children Speak*

Moore, Bernice M., *Friends in the Family*

Puner, Helen W., *Helping Brothers and Sisters Get Along*

Redl, Fritz, *Pre-Adolescents—What Makes Them Tick?*

Stirling, Nora, *Fresh, Variable Winds*, (a mental health play)

* Study packet No. III, assembled by The Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM III

Emotional Supports for Growing

(Mental Health and the Older Child)

What We Can Do About It

Organize special study groups within local clubs around age-group interests of the members. Assist these study groups in finding trained professional personnel in the community or area to serve them as consultants.

Develop a cast of players from local clubs to present dramatic sketches on mental health and childhood as programs to church groups, civic clubs, other clubs in the local community, assembly programs at high school, etc. Train discussion leaders to follow the play presentations with group analysis of what had been learned from the plays. Scripts of *Scattered Showers* on pre-school children and *Fresh, Variable Winds* concerning ten-year-olds are available with discussion manuals from National Association for Mental Health, 1790 Broadway, New York 19, New York. Single copies of each are included in Study Packets No. 2 and 3.

Develop recreational programs for children in communities where no planned recreation is available. Offer volunteer services in helping operate these programs or others in recreation centers already established.

Serve as volunteer workers in clinics for children.

Offer services as homeroom mothers in the state school for children if one is located in the community. See that birthdays, special events, etc., are remembered.

Assist in working out camping programs for children who could not otherwise attend. Day camps planned and operated by local clubs offer possibilities.

Volunteer to serve as teachers in Church school programs, as Den Mothers or Brownie Leaders in Scout organizations, or as leaders in YWCA, YMCA, and other children's programs in the community.

PROGRAM IV

Overtures to Adulthood

(Mental Health and Teen Years)

What We Need to Know—program suggestions

1. Youth themselves tell their story well. Representatives from the Student Council, 4-H Clubs, Future Homemakers and Future Farmers of America, the social studies or speech classes would make an excellent symposium group. Each young person could present what he considers a major problem concerned either with youth or with some other phase of community life. (See *American Family—Gone or Going Strong?*, p. 36, for a description of a symposium.)

At the close of the discussion by youth, members of the club might add what they consider major problems and strengths of today's youth. A comparison of youth and adult points of view would thus be gained.

2. A cast of club members or of young persons from the high school could give the third mental health play by Nora Stirling, *High Pressure Area*, followed by an adult panel, a panel of youth and adults, or a panel of youth discussing the significance of such problems in the lives of youth in the community. The panel leader should be a person trained in mental health and with an understanding of youth. Some suggestions are: a high school counselor or dean; a visiting teacher; a school principal trained in mental health; a teacher from social studies, health education, home-making or any other with mental health background:

a youth leader from the YWCA, YMCA, Boy or Girl Scouts, or other such groups; a religious educator trained for youth work; a social worker from the child or family field.

This same play might also be given at the high school assembly with the same type panel following its presentation, thus making a single preparation serve a dual purpose.

3. A high school counselor or principal could talk to the group on "Mental Health and Teen Age Youth." If a lecture is presented, the club should follow it with a round-table discussion of information gained from the talk and from the study materials.
4. Two socio-dramas presented to the club showing the negative and the positive way in which a problem of parent-youth relations may be handled make a unique and informative program. (For the technique of socio-drama, see *American Family—Gone or Going Strong?*, p. 40-43.)

These socio-dramas are excellent if done by club members playing roles of adults and youth or if played by youth portraying the roles of parents and youth.

Plots which lend themselves well to socio-dramas of parent-youth relationships include:

An older teen-age son who has wrecked the family car and is discussing it with his parents. The first socio-drama would show parents who passed judgment before he had told his story, who mishandled the whole situation. The second socio-drama would dramatize how parents might handle the problem

with justice and fairness and yet leave the youth with an understanding of his responsibility in the situation.

A daughter, aged thirteen or fourteen, might be the center of a socio-drama with her parents as she asks to have her first "solo" date. The parents may play their roles as autocratic, domineering, commanding adults outraged at the idea of dating at "that age."

The second drama would show parents considering with their daughter problems involved and the three coming to a final decision together.

Nagging parents, irresponsible youth, the problem of allowances, the problem of going steady, and on and on, lend themselves well to socio-drama.

STUDY MATERIALS*

Bonney, Merl E., *Friends and Leaders*

Duvall, Evelyn, *Keeping Up With Teen-Agers*

Frank, Lawrence K., *Adolescent and the Family*

———, *This Is the Adolescent*

Shacter, Helen, *Understanding Ourselves*

Stirling, Nora, *High Pressure Area* (a mental health play)

Understanding Juvenile Delinquency

* Study packet No. IV, assembled by The Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM IV

Overtures to Adulthood

(Mental Health and Teen Years)

What We Can Do About It

Local clubs may profitably use as a project the setting up of shelves on mental health subjects in the public library and/or the high school library with materials in pamphlet and book form especially prepared for youth.

Counseling and guidance services in high school are real assets to mental health for youth. Local clubs might work with the local school board and school superintendent in obtaining such services for the high school or schools in the town and county where no such services exist.

Youth groups are always in need of adult leadership. Local clubs can make a real contribution to mental health in adolescent youth by enlisting a group of volunteers both from their membership and from husbands of members to assure youth organizations adult leadership.

Chaperones are often requested but not available. A corps of volunteer chaperones might be developed through clubs so that youth events will not lack for adults present.

These volunteer chaperones should be both men and women and should have a short training course in "the art of modern chaperoning."

Churches in the community should be assisted in setting up discussion groups for young people on personal development, youth interests, and human relationship prob-

lems peculiar to youth. Club members might serve as leaders for such discussion groups after a period of training for the job.

Interest of a group of parents might be developed in opening homes to informal youth gatherings throughout every section of the community whether the couples who volunteer have children of their own or not.

Leadership in seeing that the youth of the community have an active place of real worth in community projects, programs and activities may be taken by local clubs.

Family nights sponsored by local clubs for their own families are fun and helpful.

Two or more young people can be invited as guests to the regular meetings of adult clubs. Some men's civic organizations have found this practice mutually beneficial.

PROGRAM V

Growth and Development in Maturity

(Mental Health and the Adult)

What We Need to Know—program suggestions

1. A talk by any one of the persons listed in Program I on any of the following:
 - “My Personal Stake in Mental Health”
 - “We Never Live Alone”
 - “Mature Years Are Growing Years”
 - “Personal Adjustment and Good Living”
 - “Emotional Maturity and Creative Living”
2. A review of the pamphlets *Emotional Maturity* by Franz Alexander or *Can An Adult Change?* by Robert L. Sutherland as the basis for a buzz session. Buzz session discussions could follow the reviews. (See *American Family—Gone or Going Strong?*, pp. 39–40 for buzz session technique.)
3. Either one of the following films would be excellent to show the development of emotional problems in adults: *The Feeling of Rejection*, *The Feeling of Aggression*. Each is available through Visual Instruction Bureau, Division of Extension, University of Texas, Austin 12, Texas. A projector, screen and operator may be borrowed from most high schools.

Discussion following these films should be led by a person trained in the mental health field. Anyone of the group listed in Program I would be most effective.

4. A minister, rabbi or priest could well be asked to talk to the club on "A Faith and Philosophy for Living." Following this talk, club members might each give a short statement of "The belief or ideal that helps me most in my daily living."

STUDY MATERIALS*

Alexander, Franz, *Emotional Maturity*
Duvall, Evelyn, *Building Your Marriage*
Eckert, Ralph, *Parenthood*
Grant, Eva, *Parents and Teachers As Partners*
Hiltner, Seward, *Religion and Mental Health*
Menninger, William, *Understanding Yourself*
Moore, Bernice, *Free Families Build Free Persons*
Neisser, Edith, *How to Live With Children*
Sutherland, Robert L., *Can An Adult Change?*
_____, *Mental Health in Industrial Relations*
Thorman, George, *Toward Mental Health*

* Study packet No. V, assembled by The Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM V

Growth and Development in Maturity

(Mental Health and the Adult)

What We Can Do About It

Sponsor and promote short seminars on family and marriage counseling for professional workers in education, health, the ministry and welfare in the community. Compile and make available through churches, clubs and other channels a list of persons trained in certain aspects of family and marriage counseling.

Sponsor a series of programs on the local radio and television stations on mental health in modern families.

Promote study groups of women and of couples on personal adjustment, human relations and mental health.

Sponsor a hobby fair annually to create interest in hobbies as roads to mental health.

Endow a shelf in the local public library made up of books and pamphlets on mental health especially designed for adults. The A. Caswell Ellis Memorial Collection of books on mental health has been established in the Austin Public Library, Austin, Texas, as a model for other communities. A list of the books in this collection is included in Study Packet No. V.

Sponsor consultants in the community to discuss mental health at open meetings and with smaller groups.

Sponsor discussion groups of young adults on marriage, parenthood, and other phases of living directly related to mental health.

Promote and operate an annual workshop for all club officers in the community on democratic group processes.

PROGRAM VI

Accrued Interests from Rich Living

(Mental Health and Later Years)

What We Need to Know—program suggestions

1. Four of the older members in the community or four of the founding members or sponsors of the group could give an interesting symposium on "My Major Interests in Life Today." (See *American Family—Gone or Going Strong?*, pp. 36–37, on the symposium.)
2. A panel made up of a member of the clergy, a physician, a group work leader from the YWCA or recreation department, a club member, the Chamber of Commerce executive, and a civic club leader could give a profitable discussion on "What Our Community Should Do to Make the Lives of Its Elder Citizens More Pleasant." Or this panel might well discuss for the group "The Contribution of Older Citizens to Community Improvement."
3. A counselor from the Texas State Employment Service or from the Rehabilitation Division, Texas Education Agency, could present an excellent talk on "Counseling for Retirement." This should be followed by a round-table discussion of its application to the homemaker-mother as well as the job holder.
4. The E. D. Farmer Foundation, 5100 Ross Avenue, Dallas, Texas, will recommend someone who could offer profitable information on "Friendly Visiting to Elders and Shut-Ins." This might be the beginning of a club project in mental health.

STUDY MATERIALS*

Carrington, Evelyn, *Mental Health of Older People*

Community Action for the Aging

Federal Security Agency, *Education for a Long and Useful Life*

Felix, Robert, *Mental Health Needs of the Aged*

* Study packet No. VI, assembled by The Hogg Foundation for Mental Hygiene of the University of Texas. Available from the Package Loan Library, Division of Extension, The University of Texas, Austin 12, Texas.

PROGRAM VI

Accrued Interests from Rich Living

(Mental Health and Later Years)

What We Can Do About It

From members of local clubs, organize a group of women who will visit the homebound older citizens in the community—both men and women—and see that they have magazines to read, new records to hear and new faces to see. Lists of older persons who would profit by such visits may be made up by club members themselves, the minister in the community, the family service bureau or the civic clubs.

Sponsor and operate a special radio program for elders in the community on the local radio station. Homebound and bed-ridden persons can participate in such a program by tape recordings made in the home and played back as a part of the program. Each program may be dedicated to an older person in the community.

Work with the Vocational Rehabilitation Division of the Texas Education Agency for counseling for new employment for those who have retired or had to give up formerly held jobs. Develop an information service for local business men to help them appreciate employment possibilities for older workers and to help them locate older persons capable of handling certain jobs for them.

Sponsor and develop "Golden Age Clubs" and furnish transportation to and from meetings for those who otherwise might not be able to go.

Furnish transportation on an organized basis to get older men and women to and from church on Sunday and to their circle meetings during the week.

Hold an annual or semi-annual bazaar to sell products made by individuals and work out a plan for their sale during the year. Also assist in developing an order service for what they can make.

Furnish magazines, toilet articles and other personal items for the pleasure and comfort of older persons in nursing homes whose families are unable to furnish them. Visit these persons regularly; take those able to go for rides and to shop; and, in general, offer a personal touch to their living.

Work for the improvement of standards of nursing home care.

If the community is large enough, develop a social center where older citizens may congregate, visit, play and work together, with members of the club serving as volunteer hostesses at the center and as instructors in arts, crafts and recreation.

Earn funds to buy radios for homebound older men and women who have none.

Invite older former club members as guests to meetings of the clubs whenever they feel able to attend and see that they are taken to the meeting and returned home.

Arrange for book and magazine record services for the blind older persons from the State Commission for the Blind.

